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ABSTRACT

Of the 18,142 migrant children eligible for program services during 1982-83 in Washington State, approxmimately 54% received instruction in basic skills, reading, math, oral language development, language arts, and readiness. Health services were provided to 5,838 students. The Migrant Education Center, which continued to serve as a vital link in the distribution of services to migrant children, provided recruitment, inservice, parent involvement, media, and instructional services. Composed of college students from a migrant background, the Mini-Corps, patterned after the California Mini-Corps, provided formal supervision, tutoring, and recreation for migrant students and teaching experience for corps members. Modeled after the successful California program, the Portable Assisted Study Sequence (PASS) Program prepared and distributed study sequences that qualified students for full or partial credits toward high school graduation. PASS served 215 students through the Prosser School District. This report describes Washington's service system in detail, provides an overview of the statewide migrant student eligibility, reports data derived from the Migrant Student Record Transfer System files, lists the state totals for students receiving instructional services, includes student achievement data, outlines the services and special projects coordinated by the Migrant Education Center, and summarizes the Washington Migrant Education Program activities. (NQA)

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PROGRAM FOR MIGRANT CHILDREN'S EDUCATION

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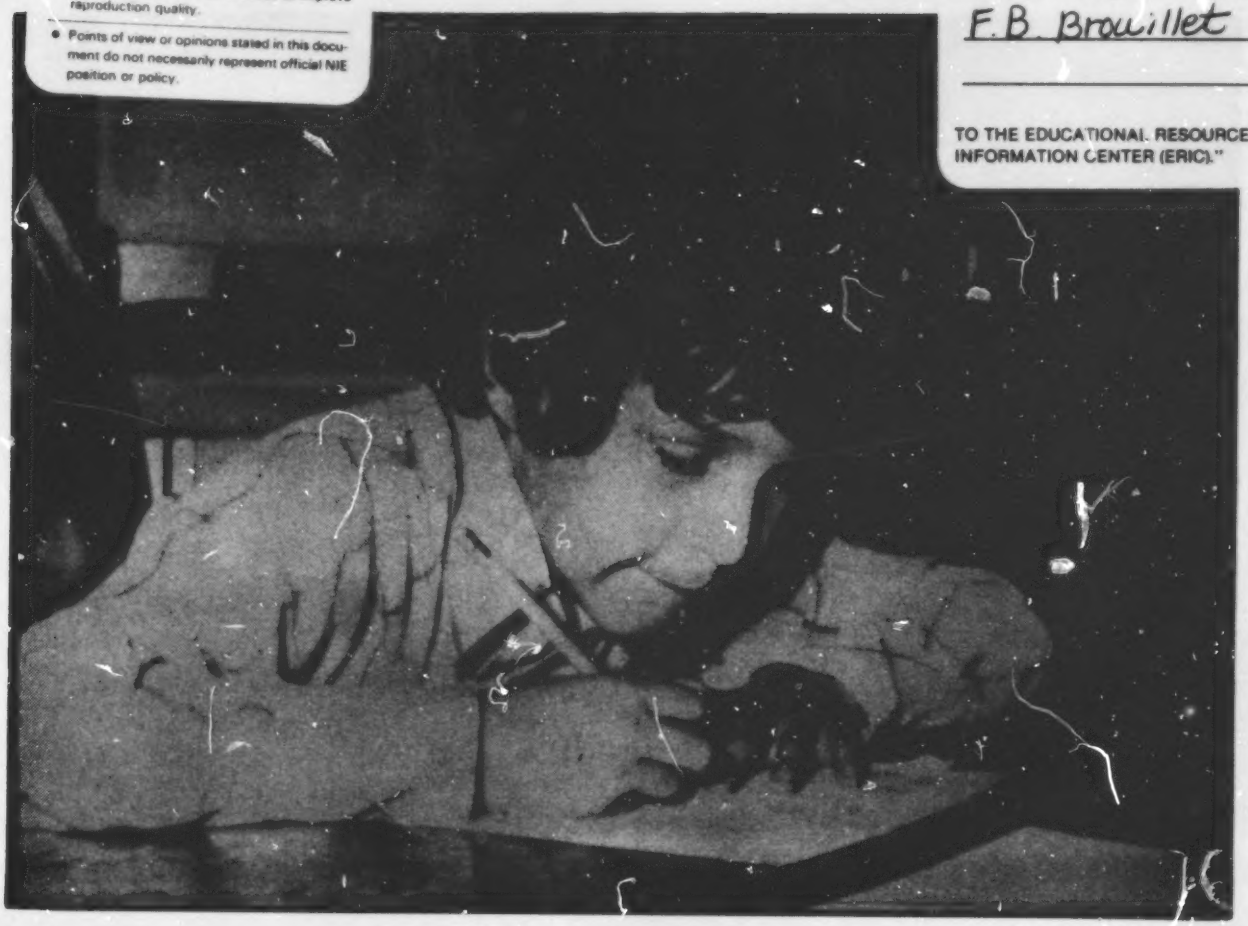

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1983

WASHINGTON STATE
PROGRAM EVALUATION REPORT
FOR MIGRANT CHILDREN'S EDUCATION

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January, 1984

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Washington State Program for

Migrant Children's Education

OVERVIEW

The state of Washington annually provides educational services to the children of migrant laborers. Under the current federal enactment, Public Law 97-35 establishes a funding pattern that utilizes the state education agency to distribute federal monies to "establish or improve state migrant education programs designed to meet the special educational needs of migratory children . . ." In fiscal year 1983 the grant award to this state was $9,349,539.

The priority for federal migrant education funds comes about through the joint efforts of the state advisory committee (SAC), state program supervisors, and school district program staff. To fulfill the intent of the law a state plan is designed to comprehensively meet the educational, health and nutritional needs of the migrant children of the state. The goals are refined into specific objectives and are published each year as The Washington State Program for Migrant Children's Education.

The Washington State program is administered through the Supplementary Education Programs Section, Division of Instructional Programs and Services, Superintendent of Public Instruction (SPI). In addition to providing program supervision, this section directs a number of functions including awarding grants, coordinating special projects, and directing interstate

cooperation. The Washington State director of migrant education is Raul de la Rosa. The Assistant Supervisor is Sharon Huck. Rebecca Duran directs the statewide Migrant Children of Exceptional Needs (MCEN) project.

State Advisory Committee (SAC)

To insure the involvement of migrant parents and educators in state level needs assessment and policy formation the state office works closely with an advisory committee. The state advisory committee is composed of parents, community leaders, teachers, aides, and school administrators who represent the interests and voice the educational needs of migrant children.

During fiscal 1983 the SAC met six times at various locations throughout the state to promote attendance of interested educators and parents. Major tasks on the SAC agenda included prioritization of state program expenditures, a presentation at the National Migrant Conference, and revision of SAC bylaws. The overall goal of the SAC is to encourage migrant parents' involvement in the education of their children.

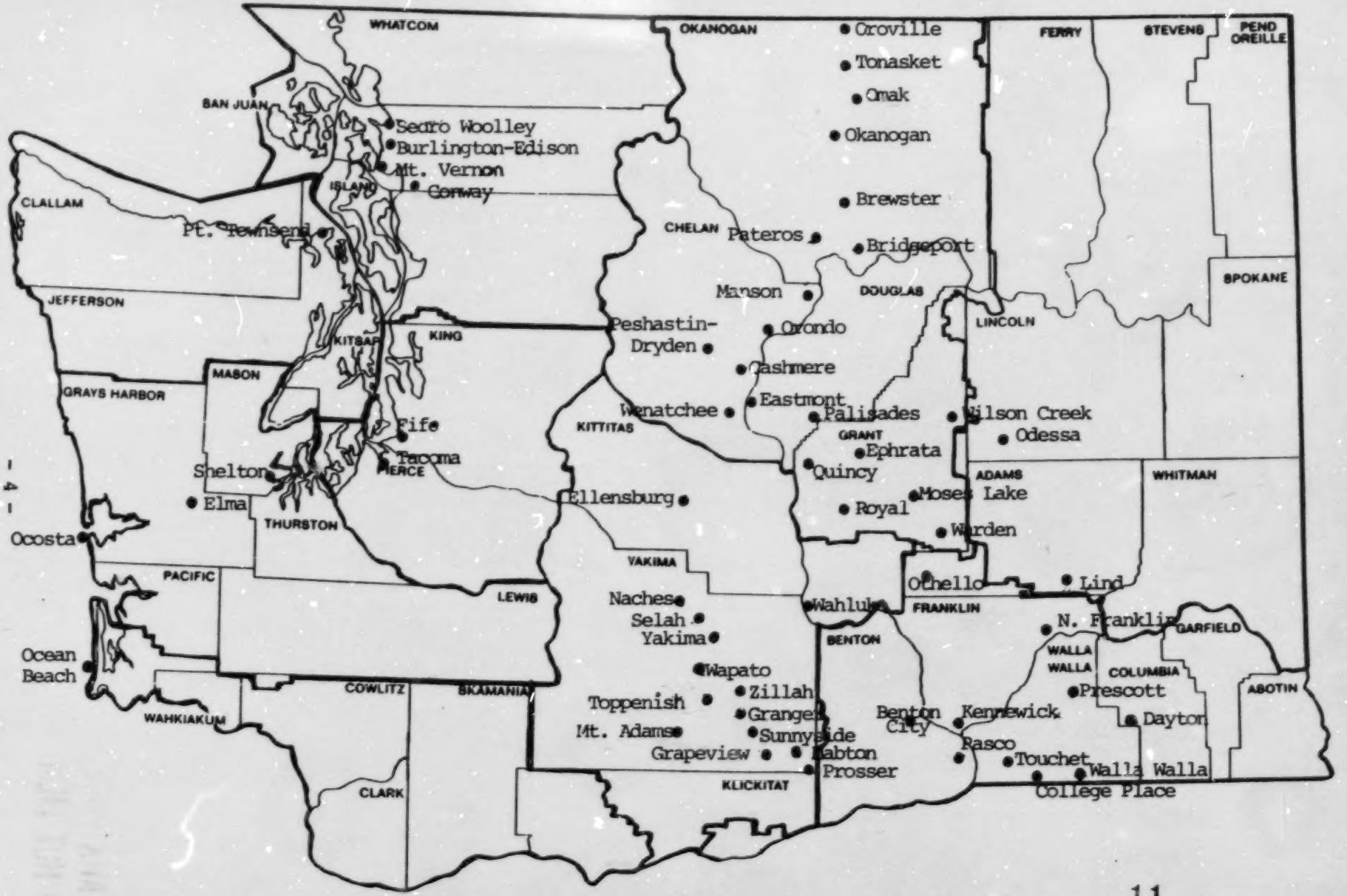
1982-83 Washington State Advisory Committee for Migrant Education

Porfiro Barahona	Cashmere
Rudolfo Cartagena (Chair)	Pasco
Margaret Crossland	Naches
Rudy Garcia	Sedro Woolley
Santiago Iniquez	Connell
April Jones	Pasco
Felix Martinez	Yakima
Michael Palanuk	Grandview
Don Patton	Connell
Sabina Rigney	Kennewick
Aida Rivera	Tacoma
Francisco Rodriguez	Moses Lake
Vidal Verduzco	Granger

School District Sites. In accordance with national priorities and state plan goals, subgrants of a portion of the state's allocation are awarded to local school districts and nonprofit organizations. During fiscal 1983 educational services reached children in 57 Washington State school districts. Programs operate in all areas of the state with a concentration in the central Washington agricultural areas of the Okanogan, Wenatchee, and Yakima Valleys. Two other areas with multiple programs are Skagit County in northwestern Washington and the Lower Columbia Basin counties. These five areas support 90% of the state's programs. Seven additional western Washington school districts in coastal areas serve the children of migratory fishermen or tree harvesters. Figure 1 illustrates Washington State Migrant Education Program locations. Listings of the districts with the 1982-83 regular school year MSRTS cumulative enrollments and the school districts' October 1, 1982, total enrollment are provided as Table 1.

Migrant education programs in Washington are diverse in terms of size, objectives, organization, and student population. Program operation dates and scope correspond to the influx of children into the district at specific crop harvest times. The yearly cycle begins in late February and early March as laborers are needed for fruit tree pruning. This is followed by a heavy spring influx for the harvesting of early crops such as asparagus and onions. The migrant labor need continues through the late fall apple season. Eligible settled-out students are served throughout the year. Program operation and management differ by district but for the most part, schools offer basic skills assistance in reading, math, and oral language development.

Figure 1. Migrant Education Program Locations in Washington State



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1982-83

Table 1
Program Enrollment by District-Regular Year

District	Total District Enrollment (October 1, 1982)	MSRTS Enrollment (Cumulative)
Brewster	617	137
Bridgeport	361	84
Burlington-Edison	2,529	183
Cashmere	1,116	71
College Place	554	174
Conway	275	50
Dayton	686	62
Eastmont	3,437	117
Ellensburg	2,531	14
Elma	1,681	22
Fife	1,919	16
Grandview	2,065	572
Granger	835	371
Highland	775	117
Kennewick	10,698	414
Lake Chelan	832	175
Lind	266	19
Mabton	531	516
Manson	382	126
Moses Lake	4,712	538
Mount Adams	798	86
Mount Vernon	3,225	173
Naches Valley	1,323	102
North Franklin	1,381	572
Ocean Beach	952	289
Ocosta	803	102
Odessa	286	35
Omak	1,653	45
Orondo	94	88
Oroville	930	194
Othello	2,711	847
Palisades	24	16
Pasco	5,581	1,555
Pateros	271	50
Peshastin-Dryden	408	86
Port Townsend	1,313	63
Prescott	166	25
Prosser	2,068	406
Quincy	1,423	346
Royal	743	162
Sedro Woolley	2,968	36
Selah	2,847	117
Shelton	3,310	49
Sunnyside	3,528	1,313
Tacoma	27,817	170
Tonasket	1,056	109
Toppenish	2,416	853
Union Gap	482	97
Wahluke	217	81
Walla Walla	5,039	241
Wapato	2,488	706
Warden	649	222
Wenatchee	4,719	240
West Valley	3,338	115
Wilson Creek	101	27
Yakima	10,780	1,603
Zillah	784	33
Total	135,494	15,038

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The five sections of this report describe the state service system in detail. Section 1 is an overview of the statewide migrant student eligibility. Data are derived from the Migrant Student Record Transfer System (MSRTS) files. A special effort has been made to present trend data showing changes in the migrant student population over time. Section 2 is devoted to the core of state services, local school district programs. This section lists the state totals for students who have received instructional services. The figures are a subset of the MSRTS totals and are derived from school district end-of-year reports to the state office. Student achievement data are also included in Section 2. Section 3 outlines the array of services and special projects coordinated by the Migrant Education Center. Parent involvement, instructional services, identification and recruitment, and dissemination activities are described in this section. A description of special statewide projects and contracted services comprises Section 4. A summary of the Washington Migrant Education Program activities concludes the report.

Section I

The MSRTS Enrollment and State Trend Data

The services of the migrant education program cannot adequately be described without an overview of the extent of the needs at the state level. The most appropriate and complete source of information on eligible students is the Migrant Student Record Transfer System (MSRTS).

The MSRTS is a national computer network that facilitates the transfer of educational and health records within the states' school districts and across the nation. When a migrant child enters that state, is identified, and deemed eligible, he or she is assigned an identification number on the MSRTS. When a record of information is assembled from eligibility forms, the student data are added to the national bank of information in Little Rock, Arkansas. When a family moves from one district to another to engage in seasonal or temporary agricultural or fishing work, a copy of the child's record is sent to the new school.

The local school district staff use the information to place the student in the appropriate grade, to diagnose learning problems or to refer the student to special programs. The health record serves as the basis for referrals, screenings, immunizations and continuation of medical treatment.

At the state and national level, summaries of the number of eligible students are formulated and the participation level for selected services can be described. This section of the report presents state eligibility and service levels drawn from MSRTS state reports for the 1983 fiscal year.

Types of MSRTS Enrollments

The pattern, frequency and duration of students entering and exiting a state is varied. The MSRTS data are collected and reported in several ways to capture these variations. A brief description of the terms used in MSRTS reporting is added here.

Enrollment - Each MSRTS registration at a given location for a given period of time produces an enrollment count. A student who moves from one school district to another in a state within the same month will be counted in the enrollment of each district.

Unique enrollment - Each MSRTS registrant is assigned a registration number. Unique enrollments are produced when these numbers rather than school enrollments are counted. Unique enrollments are unduplicated counts.

Monthly Enrollments (regular year) - The total number of student enrollments during any given month, September through June, per given location, counting each student only one time per month. These monthly enrollments produce the regular school year cumulative enrollment.

Monthly Enrollment (summer months) - The total number of student registrations during any given summer month. (June, July or August). Each student is counted only one time per month. These monthly enrollments produce the summer school cumulative enrollment. The regular and summer monthly enrollments are unduplicated counts, however, the groups are not mutually exclusive. A student can be counted in both the summer and regular categories in any given year.

Withdrawal - A withdrawal is an exit from a site after an enrollment. A student who moves out of two programs in the course of a month would be recorded as a withdrawal on each move.

Unique Withdrawl - The number of program exits based on student registration numbers produces a unique withdrawal count.

Enrollments by Program Category

A perspective of migrant education program needs is achieved by reviewing trend data. Table 2 reports the number of eligible students, based on MSRTS enrollment, for the years 1977 through 1983.

A total of 18,142 migrant children were verified as eligible for program services and enrolled on MSRTS in fiscal 1983 over the time period from July 1, 1982, through June 30, 1983. These children were classified by one of three programs: regular school program (LEA services), night school, and early childhood program.

Regular school program cumulative enrollment totals 15,038 for the time period covering September, 1982, through June, 1983, a record high for identified migrant children eligible for service in Washington State and an increase of 666 students, a 5 percent increase over 1982 totals.

The night school enrollment encompasses the students who are a part of the Secondary Credit Exchange (SCE). These older students, in grades 9 through 12, take course work and accumulate credits toward high school graduation. This past year 520 students were SCE listed, a decrease of 63 from the 1982 figure.

Early Childhood education program enrollment showed the largest percentage increase. A total of 2,584 students were enrolled in MSRTS in this category, a 20 percent increase in the 1982 total of 2,147.

Table 2

MSRTS Enrollments - Seven Year Trend

PROGRAM	1977	1978	1979	1980	1981	1982	1983
LEAs With Migrant Ed. Programs	52	53	55	52	56	56	57
State School[1] Population	780,730	776,463	769,246	763,997	756,583	749,050	738,523
K-12 MSRTS[2] Enrollment	12,330	13,252	13,559	13,542	14,121	14,372	15,038
Night School MSRTS Enroll.	375	253	510	575	564	583	520
Early Childhood MSRTS Enroll.	940	1,091	1,063	2,500	2,316	2,147	2,584
Total MSRTS Enrollment	13,645	14,596	15,132	16,618	17,001	17,102	18,142

[1]The state school population figures are as of October 1 of each year.

[2]MSRTS data reflect curriculum, unduplicated counts for the regular school year.

NOTE: MSRTS enrollment is equivalent to "eligiblity". An MSRTS enrolled student may or may not be served by a migrant education program in a school district.

MSRTS Enrollments by Grade

The regular school program category, the largest of the three, can be further examined by grade levels. Like previous years figures, there continues to be a concentration of enrollments at the elementary level, kindergarten through grade 7. Table 3 displays grade level data for the years 1977 through 1983.

The 1983 figures show an increase in 11 out of the 14 grade categories. Only the first grade and twelfth grade registered slight declines. The most dramatic increase was at the pre-kindergarten level. Close to 100 more children were certified as eligible, a 200 percent change, in 1983.

The special education category also shows a dramatic decline. This may be due to several factors. There have been nationwide efforts to "mainstream" handicapped and special needs children into regular rather than special education classrooms. Second, greater care is being taken in the placement of children in the special education category. While fewer migrant children are being registered on the MSRTS in this category, the state Migrant Children of Exceptional Needs (MCEN) project survey showed a distinct special needs group within the migrant student population.

Table 3

Eligible Migrant Students By Grade Level

Regular School Programs - Seven Year Trend

Grade Level	1977	1978	1979	1980	1981	1982	1983
Pre-K	--	--	58	74	99	45	141
K	1,062	1,173	1,257	1,337	1,514	1,569	1,604
1	1,894	1,678	1,622	1,643	1,702	1,823	1,815
2	1,177	1,435	1,588	1,454	1,562	1,502	1,644
3	1,225	1,360	1,383	1,437	1,453	1,497	1,511
4	1,051	1,329	1,270	1,309	1,329	1,372	1,432
5	1,119	1,168	1,312	1,223	1,303	1,322	1,394
6	1,031	1,150	1,096	1,179	1,169	1,222	1,243
7	967	1,045	1,090	1,001	1,087	1,075	1,131
8	772	924	904	903	843	882	918
9	663	679	768	744	773	718	814
10	412	428	500	574	592	616	604
11	206	308	355	353	403	386	480
12	174	181	206	228	226	283	282
Special Ed.	1,077[3]	178	150	84	66	60	25
Total	12,330	13,036[1]	13,559	13,543	14,121	14,372	15,038
% change from previous year	+5%[2]	+6%	+4%	-1%	+4%	+2%	+5%

[1]The 1978 enrollment by grade level (13,036) and the 1978 enrollment by ethnic status (13,252) should be equal. They are not, but these are the totals provided by school districts. At this time the figures are not reconcilable.

[2]Up 5% over the 1976 total of 11,796

[3]The 1977 official MSRTS migrant student count is 12,330. The figures listed by grade for 1977 do not add up to this number. At this time the figures are not reconcilable. In the 1977 data the 1,077 students are reported as ungraded and not special education.

Eligible Students by Migrant Status

Eligibility for the Migrant Education Program is defined as follows:

> "A currently migratory child is the child of an agricultural worker or a fisherman who moves with his family within a state or from one state to another for the purpose of finding temporary or seasonal employment. The child must not have completed high school, and must have moved within twelve months from one school district to another."

The criteria are important in that the federal allocation to each state is made on the basis of the eligible children. The definition is further specified into six different status categories listed on the following page. Each portrays a different classification of movement and type of harvest.

Table 4 indicates the number of migrant students in each status in Washington State by year and shows how the state's migrant status categories are shifting over time. The most noticeable change has occurred in Status I interstate agricultural. Since 1976 the number of children in this category dropped by over 2,000 students even though the total state population of migrant children has increased over this same time period. Most of the increase has been registered in Status III, settled-out agricultural. This category has increased from 2,517 students in 1977 to 6,851 in 1983.

As a whole, fishing industry categories have shown slow but steady increases over time. The exception to this is Status V. The number here dropped from 111 in 1981 to 71 students in 1982. This year the count has risen by 21, bringing the totals close to the average count for this status.

DEFINITIONS OF MIGRANT STATUS

Status	Category	Definition
I	Interstate Agricultural	A child who has moved with his parents across state boundaries within the last 12 months to obtain temporary or seasonal work in agriculture or horticulture.
II	Intrastate Agricultural	A child who has moved with his parents within a state across school district boundaries in the last 12 months, to obtain temporary or seasonal work in agriculture or horticulture.
III	Settled-out Agricultural	A Status I or II child, who after a twelve month period, has ceased to migrate for agriculture or horticulture related activities.
IV	Interstate Fishing	A child who has moved with his parents across state boundaries within the last 12 months to obtain temporary or seasonal work in fishing activity.
V	Intrastate Fishing	A child who has moved with his parents within a state across school district boundaries within the last 12 months to obtain temporary or seasonal work in fishing activity.
VI	Settled-out Fishing	A Status IV or V child, who after a 12 month period, has ceased to migrate for fishing related activity.

Table 4

Number of Migrant Students by Migrant Status

Regular School Programs - Seven Year Trend

Migrant Status	1977	1978	1979	1980	1981	1982	1983
Status I	6,796	6,920	6,974	6,490	5,673	4,623	4,485
Status II	2,808	2,950	3,129	2,867	3,041	2,955	3,211
Status III	2,517	3,001	3,047	3,771	4,983	6,328	6,851
Status IV	44	151	151	166	182	190	133
Status V	78	114	114	128	111	71	92
Status VI	87	116	144	121	131	205	266
Total	12,330	13,252	13,559	13,543	14,121	14,372	15,038

In 1983, the cumulative enrollment total of 15,038 shows 4,485 Status I; 3,211 in Status II; 6,851 in Status III; 133 in Status IV; 92 in Status V; and 266 in Status VI eligible migrant children. Approximately 53% of the population is mobile (Status I, II, IV, and V) and 47 percent is settled out (Status III or VI).

The overwhelming majority of the students (96.7%) are children of agricultural laborers (Status I, II, and III), however, in 1983 ten districts[1] reported eligible children from fishing families. Every district with Status IV, V, and VI children also had agricultural migrant children. No district had children in all six categories this past school year.

MSRTS Enrollments by Ethnic Status

The last state level population characteristic reviewed here is ethnic status. Table 5 describes the ethnic make up of the state's migrant student population for the years 1977 through 1983. Mexican-American children represent the largest number with over 12,000 children. The percentage (80%) of Mexican-American children has remained constant for the last three years; however, over the total time period the category has grown from 70 to 80 percent of the whole. The 1983 anglo population decreased slightly over 1982, dropping one percentage point to 16 percent.

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[1]For a complete report of enrollment by status by school district see the Migrant Student Record Transfer System End of Year Statistical Report, pages 5-61.

American Indian migrant students have decreased by 60 this year, a drop that brings that category close to the 1977 numbers. Black migrant students number 29 this year, less than one percent of the total migrant population. All other ethnic groupings combined produced a figure of 238 (2%) in the "other" category. It has been suggested that a growing number of Asian refugees are entering the migrant labor workforce. This could account for the growing numbers in the "other" category.

Table 5

Ethnic Status - Regular School Year, Seven Year Trend

Ethnic Status	1977	1978	1979	1980	1981	1982	1983
Anglo	3,343 (27%)	3,190 (24%)	2,932 (21%)	2,624 (19%)	2,479 (17%)	2,536 (17%)	2,460 (16%)
Mexican - American	8,785 (71%)	9,792 (74%)	10,339 (76%)	10,514 (78%)	11,291 (80%)	11,350 (79%)	12,048 (80%)
American Indian	152 (1%)	178 (1%)	192 (1%)	291 (1%)	236 (1%)	221 (1%)	160 (1%)
Black	27 (1%)	15 (1%)	7 (1%)	12 (1%)	22 (1%)	27 (1%)	29 (<1%)
Other	23 (1%)	77 (1%)	89 (1%)	102 (1%)	93 (<1%)	238 (2%)	341 (2%)
Total	12,330	13,252	13,559	13,543	14,121	14,372	15,038

Washington State MSRTS Administration

The Washington link to the national computer network is the MSRTS office in Sunnyside, Washington. Ignacio "Joe" Resendez directs the state's MSRTS operations. The state office coordinates a variety of functions including verification of data, compilation of state reports, and training of records clerks and terminal operators.

In fiscal 1983, workshops were held to provide MSRTS training and inform districts of policies on student insurance, a benefit of MSRTS enrollment. An additional 12 workshops or meetings were devoted solely to MSRTS training. One hundred and four participants were registered. In addition, MSRTS staff conducted presentations at the state conference in Ellensburg and at the four regional conferences.

In Summary, MSRTS data indicate that 18,142 students were eligible for program services in 1983. This figure, combining regular school programs, early childhood programs and night school enrollments is the largest in the history of the Washington State Migrant program. The migrant students represent approximately 2 percent of the total state school population of 738,523 in 1983. Approximately half of these students receive instructional assistance in supplementary basic skills programs school districts. A full report of LEA service records follows as Section III.

Section II

School District Instructional Services and Student Achievements

The state migrant student population is described in Section I. These are the children and youth deemed eligible for program service and enrolled on the MSRTS. The limitation of program dollars, however, makes it impossible for all of these students to be served. This section presents an account of the extent to which school districts were able to serve eligible children through supplemental programs.

During the 1982-83 school year 8,182 migrant children (unduplicated count) received basic skills instruction. These are the children school districts were able to serve in instructional programs given the limitations of the district's grant award. A comparison of MSRTS enrolled eligible students and students receiving instructional services by grades is presented in Table 6. Across all grades, 54 percent of the MSRTS enrolled eligible students received instruction in Washington. The 8,182 does not include children who may have received only health or support services through the migrant education program. In all grades, no less than 45 percent of the eligible children received instructional services. The highest service rate occurred in the pre-kindergarten area with 68 percent of eligible students receiving service. Table 6 presents the percentages for each grade.

Table 6

MSRTS Enrollments and Instruction Service by Grade

Grade	No. Eligible	No. Instructed	Percentage
Pre-K	141	96	68.0
K	1,604	924	57.6
1	1,815	1,099	60.5
2	1,644	999	60.7
3	1,511	818	54.0
4	1,432	812	56.7
5	1,394	714	51.2
6	1,243	590	47.4
7	1,131	570	50.4
8	918	460	50.1
9	814	404	49.6
10	604	347	57.4
11	480	216	45.0
12	282	133	47.1
Total	15,013	8,182	54.4

Participation by Subject Matter. Migrant children can be served in more than one subject. In 1983, reading predominated as the subject matter offered to migrant children. This year 4,758 students were served in reading projects taught in English. An additional 694 students received reading instruction in Spanish reading projects.

Oral language development in English was taught almost as extensively as reading. A total of 4,221 students received this instruction in English and 928 more received Spanish oral language development. Language arts instruction was given to 4,522 students. Readiness programs accounted for 647 students while 717 students were served in other subject areas.

An additional 369 students were served in "special influx rooms." The classrooms are opened during the spring impact period and students are tutored in multiple subjects.

Using the unduplicated count of students served in instructional programs as a base, the percentage of students receiving each subject is listed in Table 10 along with the actual number receiving instructional services in the subject.

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Table 7

Instructional Services by Subject Matter

Subject	Number Served	Percentage of students*
Reading (English)	4,758	58.1
Reading (Spanish)	694	8.4
Oral Language Dev. (English)	4,221	51.6
Oral Language Dev. (Spanish)	928	11.3
Language Arts	4,522	55.2
Readiness	647	7.9
Math (English)	2,938	35.9
Math (Spanish)	33	1.0
Other	717	8.7

*Percentage based on number served and total unduplicated count of 8,182.

Secondary Program Services

Migrant students in the upper grades have particular problems. The dropout rate is high. Many older students work in the fields themselves before or after classes. Often times, teenage girls have the responsibility of caring for younger siblings. When these factors are added to the mobility problem, it is easier to understand why high school graduation is not always within reach of this segment of the migrant student population.

One state program that aides this situation is the Secondary Credit Exchange (SCE). Through this program students accumulate high school credits or hours for classes taken while in Washington. The credits or hours are transferred to home-base schools which decides whether the instruction will count toward local graduation requirements.

Seven school districts, Prescott, North Franklin, Mabton, Sunnyside, Granger, Prosser, and Pasco participated in the program in fiscal 1983. Over 2,000 students earned hours or credits in 17 different subject areas. The average SCE student transferred 5.24 hours of instruction to a home-based school.

Project Characteristics. A revised school district reporting system enables the collection of uniform data describing the characteristics of state migrant education programs. Data on school district use of program service models, instructor to student ratios and length of instruction are reported in this section.

Service Models. By far, the most commonly used service model in migrant education was the Pullout Model (POM). Essentially, children are given additional exposure to basic skills. They are "pulled out" of the regular classroom setting and given more focused instruction with tutors or aides. In 1983, 76 percent of all project grades in migrant education used the Pullout Model.

The second most used model was the Classroom Model (CLR). In this setting, the instructors work with the special program groups within the regular classroom. Approximately 7 percent of all project grades use the CLR model. Only two other models have a significant amount of use. They are the Add-on Model (AOM) and the Replacement Model (RPL). All other models combined account for 17 percent useage. The full listing of the number of grades offering each type of service model appears as Table 8.

Table 8

Service Model* Use by Subject

Subject	AOM	CLR	POM	RPL	Total Grades
Reading (English)	4 (.1%)	31 (7.4%)	319 (76.5%)	63 (15%)	417 (100%)
Oral Language (English)	3 (.7%)	21 (5.4%)	294 (77.6%)	61 (16%)	379 (100%)
Math (English)	8 (2.5%)	21 (6.5%)	260 (80%)	36 (11%)	325 (100%)
Language Arts	2 (1%)	17 (9.4%)	134 (74%)	27 (15%)	180 (100%)
Reading (Spanish)	0 (0%)	4 (4%)	80 (80%)	16 (16%)	100 (100%)
Oral Language (Spanish)	0 (0%)	7 (14%)	40 (80%)	3 (6%)	50 (100%)
Math (Spanish)	0 (0%)	0 (0%)	11 (78.5%)	3 (21.5%)	14 (100%)
Readiness	3 (6.1%)	7 (14.3%)	38 (77.5%)	1 (2%)	49 (100%)

*A full description of the Chapter 1 service models is provided at Attachment A.

Amount of Instruction. The minutes per week vary by subject matter. With both English and Spanish taught grades combined, the most common exposure for math and oral language is under 1 hour and 40 minutes (100 minutes) per week. Reading is generally offered in greater amounts--1 hour and 40 minutes to 3 hours and 20 minutes per week. Less than 2 percent of all offered grades of instruction, are structured to include over 300 minutes (5 hours) of instruction per week.

The length of time of instruction by subject and grade appears as Table 9. Because districts reported the "typical" time for each subject offering per grade rather than exact time, an average time was not computed.

Table 9

Length of Time of Instruction by Subject

Length of Time	Reading	Math	OLD*
100 minutes or less	103	393	268
101 - 200 minutes	238	158	160
201 - 300 minutes	179	62	97
301 - 400 minutes	8	0	3

*OLD acronym for Oral Language Development

Length of time of instruction is the least reliable variable to describe. Students regularly change schools and programs; different subjects are taught for various time periods; some students attend school more regularly than others. For these reasons, the data reported here represent the "typical" time for instruction per grade rather than the average time.

Staffing. School district programs could not be successful without dedicated staff. In FY 1983 Washington school districts hired 290 full-time equivalent (FTE) staff members for migrant education programs. Two hundred fifty were funded through migrant education funds, a little more than 39 were funded from other sources. The base for one full-time equivalent staff member varies for certificated and classified persons. Certificated persons work on a 1,080 hour base per year. Aides, tutors, MSRTS records clerks, secretarial staff, and health personnel work on a 2,080 hour base per year.

These FTE included 713 persons in a duplicated count as one individual may hold part-time positions up to four different categories. The total number of persons and total FTE counts by position in the migrant program appear below.

Table 10

District Level Migrant Program Staff

Position	One FTE Equals	Number	Migrant Funded FTE	Non-Migrant Funded FTE	Total FTE
Administrators	1080 hrs	83	9.89	5.47	15.36
Teachers	1080 hrs	176	96.01	7.82	103.83
Counselors	1080 hrs	9	1.83	.15	1.98
Aides/Tutors	2080 hrs	226	89.19	7.10	96.29
Record Clerks	2080 hrs	58	19.77	1.06	20.83
Secretarial/ Clerical	2080 hrs	29	3.98	4.65	8.63
Health Staff	2080 hrs	25	4.92	.92	5.84
Home Visitor	2080 hrs	53	18.78	9.15	27.93
Other Staff	2080 hrs	54	6.36	3.01	9.37
Total		713	250.73	39.33	290.06

Staff Training. Training for migrant staff was provided by a number of sources including the school districts, the Migrant Education Center in Sunnyside, Washington, colleges, universities, and the state education agency. The district administrators and teachers received approximately 30 hours of inservice. Aides and tutors were exposed to approximately 20 hours of inservice. Record clerks received 23 hours of inservice. Health personnel attended 22 hours of inservice sessions. Eleven hours of inservice were given to secretaries and clerical staff. Home visitors receive an average of 23 hours. Table 15 displays the inservice hours by job classification and by provider.

Table 11

Average Hours of Inservice by Classification and Provider July 1, 1982 to June 30, 1983

Classification	Provided by District	Provided by Migrant Center	State Office Inservice	Total
Administrators	10	11	9	30
Teachers	12	10	6	28
Aides/Tutors	9	6	5	20
Record Clerks	4	14	5	23
Counselors	10	6		17
Secretarial/Clerical	5	3	3	11
Health Personnel	7	10	5	22
Home Visitor	5	12	6	23

Services such as recruitment efforts, tutoring projects, inservice training of aides and parents have separate project funding and/or they are administered through the Migrant Education Center. These services are described in Section 3.

Student Achievement. The Washington Administrative Code 302-164-085 requires that local education agencies ". . . provide a plan for some form of ongoing or continuous assessment which shall be in operation during the dates of the project." The state thus requires local evaluation but does not impose a standardized evaluation format or a specific test. Similarly, federal evaluation models for migrant education programs have not been offered. Migrant student achievement, however, is monitored through the statewide assessment program. This assessment is conducted yearly in October and teachers designate students within special programs such as Chapter 1 Regular or Chapter 1 Migrant. Comparisons of migrant students can be made with other fourth grade students, other compensatory program students and national norm groups. The results of the assessment for the school year encompassing this report are derived from October, 1983, testing.

Based on the publisher's norms, the preponderance of Chapter 1 Migrant students fell below the 50th percentile in all subject matter areas. The children in Chapter 1 Migrant programs, according to this data, seem to be deserving of additional academic assistance.

Tables 12, 13 and 14, present achievement data for the years 1977 through 1983. Blocks contain percentages of students in each quarter, percentages have been rounded.

Table 12

Five-year Trend Data - Reading

NORM	1979	1980	1981	1982	1983
25%	15%	10%	13%	15%	8%
25%	16%	17%	17%	14%	19%
25%	28%	32%	28%	33%	35%
25%	42%	41%	42%	38%	38%
Number of Students	(543)	(539)	(579)	(599)	(483)
MPR 50	31.5	31.4	33.0	34.4	33.1

Reading. Of the fourth grade children identified as migrant in 1983, 483 took the reading section of the 1977 California Achievement Test (CAT). The median percentile rank for these students was 33. The median percentile rank for all other fourth grade students was 66. In 1983, 38 percent of the migrant students taking the reading section of the test fell in the first quarter, 35 percent were in the second quarter, 19 percent ranked in the third quarter, and 8 percent were in the upper quarter of the publisher's norm group.

Table 13

Five-year Trend Data - Math

NORM	1979	1980	1981	1982	1983
25%	14%	10%	14%	12%	11%
25%	21%	21%	19%	23%	24%
25%	30%	34%	33%	29%	38%
25%	36%	36%	34%	36%	27%
Number of Students	(545)	(533)	(572)	(605)	(478)
MPR 50	38.0	37.5	38.0	37.5	40.0

Math. In mathematics, 478 migrant students participated in testing in 1983. The median percentile rank (MPR) of these students was 40. The group of all other state students ranked at the 58th percentile. The ranking by quarter shows that 27 percent of the Chapter I Migrant students were in the lower quarter, 38 percent in the second quarter, 24 percent in the third quarter, and 11 percent in the upper quarter of the publisher's norm group.

Table 14

Five-year Trend Data - Language Arts

NORM	1979	1980	1981	1982	1983
25%	11%	10%	14%	14%	12%
25%	14%	17%	16%	18%	17%
25%	32%	34%	29%	33%	38%
25%	43%	40%	40%	35%	33%
Number of Students	(550)	(533)	(574)	(604)	(481)
MPR 50	29.4	31.2	33.0	35.7	33.3

Language Arts. In 1983, a total of 481 migrant students took the language arts section of the test and achieved a median percentile rank of 33 while all other nonmigrant students were at the 65th percentile. In language arts, migrant students ranked as follows: 33 percent in the lowest quarter, 38 percent in the second quarter, 17 percent in the third quarter, and 12 percent in the upper quarter.

Migrant student achievement over time is more graphically portrayed in the bar graphs of Tables 15-18. Here the percentage of students in the high, middle, and low ranges are compared for the years 1979-1983. The high range includes students scoring at or above the 76th percentile. The middle range covers the 25th-75th percentile. The low range students are those scoring at the 24th percentile or lower.

A few general trends can be noted. In reading, math, and language arts there is a general upward trend in the number of students scoring in the middle range. In those same subjects there are fewer students in the lowest range. The percentage of students scoring in the high range has been variable, with slight increases or decreases each year.

Spelling subtest data remains the most unchanged over time. This subject area shows the fewest increases or decreases in the percentage of students in each range. Spelling, however, is the subject matter with the highest proportion of high range scores.

While the causes of these shifts cannot be pinpointed this Washington State assessment data shows a general improvement in achievement levels of migrant children over time.

Table 15

Migrant Student Achievement Over Time - Reading

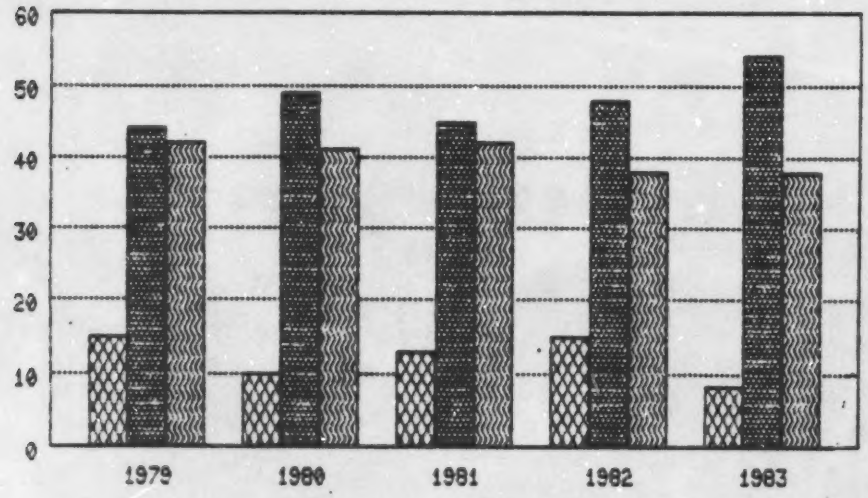
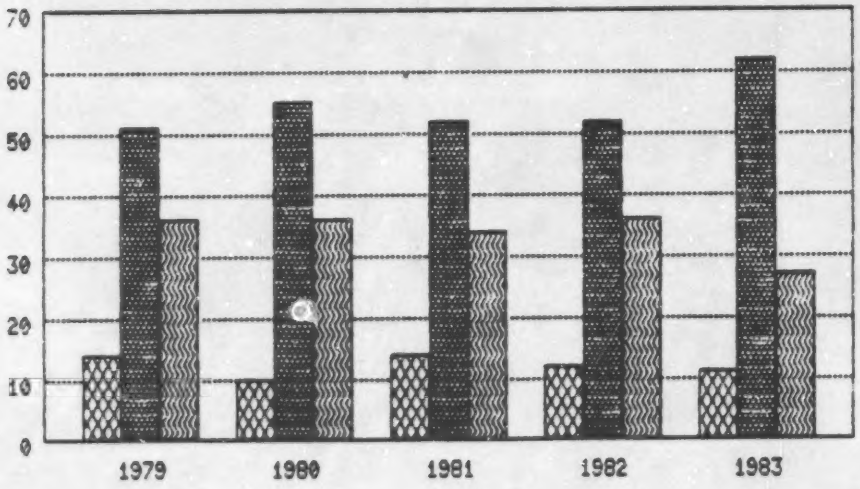


Table 16

Migrant Student Achievement Over Time - Math



High Range - 76th-99th Percentile
Middle Range - 25th-75th Percentile
Low Range - 1st-24th Percentile

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Table 17

Migrant Student Achievement Over Time - Language

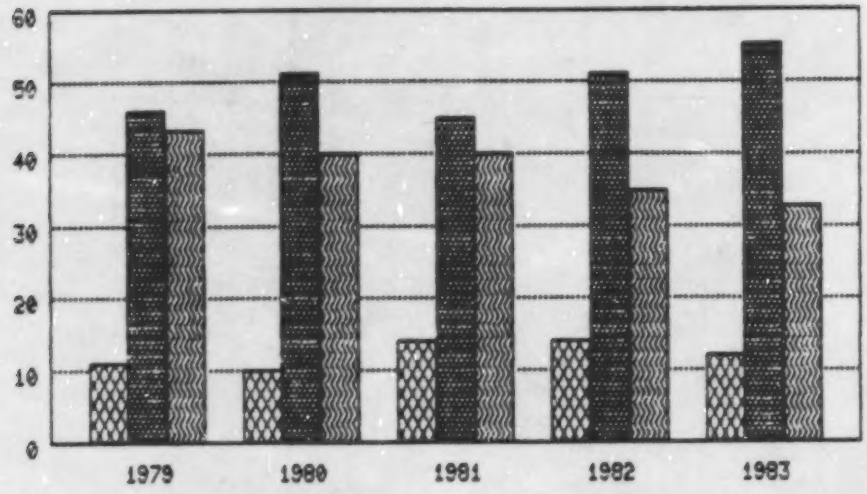
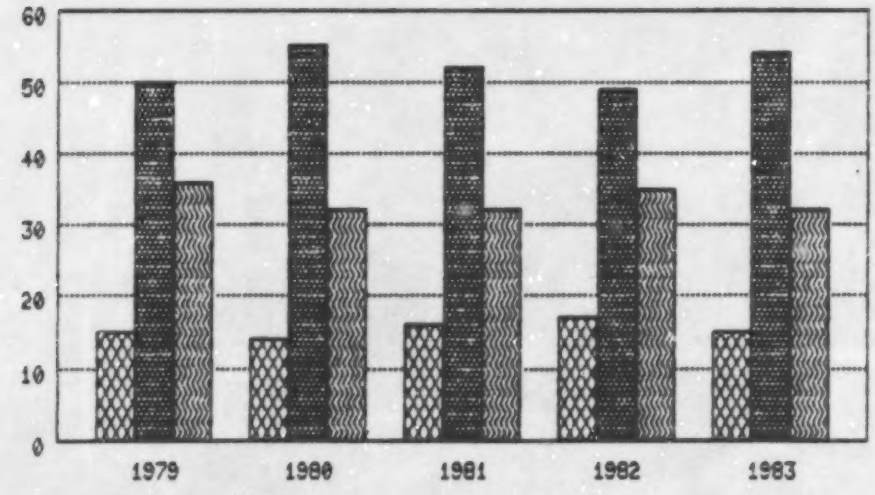


Table 18

Migrant Student Achievement Over Time - Spelling



High Range - 76th-99th Percentile
Middle Range - 25th-75th Percentile
Low Range - 1st-24th Percentile

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Section III

The Migrant Education Center

School districts impacted by the influx of migrant labor are for the most part located in the Yakima Valley and the Columbia River Basin. To facilitate service to this area, a Migrant Education Center has been established in Sunnyside, Washington. The Center is staffed by 2 administrators, 3 program supervisors, 7 program specialists, 17 specialized staff such as field representatives and recruiters, and 12 secretarial staff. These staff are housed in two locations: a portable unit and leased space in the Sunnyside School District administration building.

The services provided by Center staff include identification, recruitment, inservice education, health services coordination, parent involvement, materials development and translation. The Center is often pivitol in the referral process, helping parents seek appropriate sources for the legal, medical and social services. A resource library with media and curriculum materials is located at the Center.

These services are provided through staff organized into three components: Migrant Education Identification and Recruitment Program (MEIRP), the instructional component and the media and dissemination component. A description of the services provided by each of these units during the 1982-1983 school year follows.

Migrant Education Identification and Recruitment Program (MEIRP). Migrant children are identified by program staff or trained teams of recruiters in project and nonproject areas. A Certificate of Eligibility (COE) is filled out for each child and the information is made available to school districts. This program component, known as MEIRP, is one of the first crucial contacts with a child and his or her family. The MEIRP recruiters identify students for the specialized programs such as day care or the Secondary Credit Exchange as well as for regular district classes. Students identified in nonproject school district areas are reported to school officials and if warranted new projects are funded.

During the 1982-83 school year, MEIRP recruiters identified a total of 496 students in nonproject areas and enrolled them on the MSRTS. Almost all of these students (327) were in the 5-17 year old age group. An additional 62 children were in the preschool category and 28 were over age 17 and referred to special dropout programs. Seventy-nine qualified students were referred to other educational services. MEIRP recruitment also occurred during the summer. One hundred sixty-six students were identified at this time.

Migrant student identification begins with a series of visits to the migrant family. The migrant education program is designed to direct services to the migrant child and family contact is essential in reinforcing school attendance. The recruiters find that interpretation, transportation, or related problems of the family must be handled first. During the time period of July 1, 1982, through June 30, 1983, 2,731 family contacts were made. MEIRP staff made 797 home visits, served as interpreters on 62 occasions, translated documents 30 times and were called on 254 times for information.

Recruiters often find that health, social, and financial problems prevail for migrant families. Before a child can attend school these pressing problems must be addressed. The MEIRP recruiters do a special service by referring families to the appropriate agencies and migrant organizations. Migrant families were referred by MEIRP to 40 different health, counseling, or service agencies. Over 1,500 agency contacts were made in fiscal 1983.

MEIRP services are greatly extended through the components aide and home visitor training and inservice program. This year 413 preschool staff contacts were made and 1,252 contacts were made with K-12 staff.

Instructional Component - Parent Involvement. Parental involvement is a national and state goal in migrant education. In an effort to encourage parents to take a more active role in the education of their children, professional staff at the Migrant Education Center work with school district advisory committees on a year-round basis. The staff members encourage participation, inform parents of state programs, and assist them in developing the local organization. As local parent advisory councils (PACs) become active, members review program procedures, assist in extracurricular and social activities, and provide liaison to other migrant parents.

Parent involvement activities are coordinated by the instructional component of the Migrant Education Center. From July 1, 1982 through June 30, 1983, 18 presentations were made at local school districts with 629 persons in attendance. In addition, four regional workshops were held for parents with a total of 456 persons present. Workshop sites included Moses Lake, Mount Vernon, Sunnyside and Yakima. Presentations covered areas such

as health services, parent/student rights, oral language development, and introductions to new programs and services. The workshops stressed the need for parental assistance and support for the educational process. Parents meet with school personnel and specialists in migrant education and are encouraged to participate in local meetings and programs.

Parent involvement is also stressed at the state level. The members of the state advisory committee rely heavily on the Center staff for materials translation, dissemination of information and technical assistance. Local parent advisory groups are welcome to visit the Center throughout the year.

Instructional Component - Inservice. The hundreds of migrant education personnel in local school districts seek assistance from the state in implementing programs that meet the specific needs of the migrant children in their areas. In addition, the state program goals include provisions for regular inservice for staff. In Washington this inservice is provided by the instructional program specialists in the priority areas of reading, math and language arts. Inservice sessions in these areas are aimed at the certificated staff in the migrant resource room, the teacher aides, and administrative personnel.

In fiscal 1983, 40 (71%) of the school districts with migrant programs received assistance in at least one area. A total of 481 persons received technical assistance in reading. Oral language development training was given to 325 individuals. English as a second language sessions were

provided for 210 persons. Technical assistance in math instruction was provided to 31 school district staff members. Twenty-one on-site consultations for school districts with secondary credit exchange programs also were a part of this year's inservice effort.

The specialized training for the Skills Information System (SIS) also is conducted by the Instruction/Parental Involvement Component of the Center. The SIS is a part of the larger MSRTS computer network. Essentially, the SIS accounts for the basic skills information about each child via the MSRTS. The information helps teachers provide continuity of education for migrant students as they move across the state and school district lines. Skills information in the areas of reading, mathematics, oral language, and early childhood education is transferred through the system.

For the past four years SIS training has been implemented through a series of local and regional workshops. This year, 119 school district staff from 18 migrant education programs received on-site consultations regarding the SIS.

Media and Dissemination Component

The Washington Migrant Education Program staff disseminates information about the variety of programs and services available to students and their parents. The mobile nature of the migrant family, however, makes traditional means of communication impractical. In fiscal 1983 efforts were made to reach migrant parents through bilingual publications and an active dissemination program.

Information about the state migrant program reached parents, educators, and the public through various publications. The "backbone" of these sources was the Migrant Education News, printed in English and Spanish, featuring school district projects, information about available services, and descriptions of special state and national events. Nine issues of the Migrant Education News were published with a distribution of 5,000 copies. The newspaper is especially popular with teachers and children who use "the Mini Page", a syndicated supplement of a "newspaper section", produced especially for children.

The media component worked with staff to produce a host of new video materials. This year 18 films, tapes or guides were developed for the film library. The television department also produced 16 mini-features for television, two full length television features and 16 public service announcements for radio use.

This component covers other functions vital to the migrant program. In FY 1983, 63 items were translated, a mailing list was updated and public relations functions were facilitated.

Media/Dissemination receives requests for assistance from other center components, school districts, the state office, other states, and the general public. Over 400 job orders ranging from photos to specialized artwork were processed.

SECTION IV

Statewide Migrant Education Projects

The migrant education program is unique in that special projects for a subset of the target population are funded and administered across school district boundaries. Three projects of this nature complement Washington's array of services. These projects include the Mini-Corps, health services and the Portable Assisted Study Sequence (PASS) program. The service population for the special projects is statewide and not limited to a select group of school district geographical areas. A brief description and selected data from each of these special projects follows.

Washington Mini-Corps. The state plan was amended in 1978 to include provisions for a summer Mini-Corps for the Washington Migrant Education Program. Patterned after the California Mini-Corps, the program is composed of college students from a migrant background who provide a link between the migrant community and the school. The Mini-Corps provides formal supervision, tutoring and recreation for migrant students and teaching experience for corps members. The corps travels to campsites and housing areas to work with students after regular classes but before parents return from fieldwork. The program was extended to include the regular school term in 1981.

The Mini-Corps teacher assistants provide individual and small group tutoring under the direction of a master teacher. Migrant children whose dominant language is other than English received appropriate curriculum

materials. Lesson plans are constructed for the child's appropriate functional level. Mini-Corps teacher assistants selection is based on grade point average, ability to communicate in English and Spanish, and knowledge of the migrant family lifestyle. Selected teaching assistants must have teacher education as their goal. Mini-Corps teacher assistants receive pre-service and inservice training prior to program participation.

The Washington Mini-Corps operated in the Mount Vernon, Sunnyside, Naches, Mabton, Selah, Pasco, Burlington-Edison, and Kennewick school districts during the regular school year. Instructional programs were conducted in 19 schools in these districts. Two hundred seventy-seven students (unduplicated count) were provided instruction inservices in grades K-12. In the Skagit Valley another 15 adults received English as a Second Language instruction.

During the summer harvest periods when the number of migrant students is at its peak, nine sites operated. In addition to the above named districts Prosser, Wapato, and Yakima had Mini-Corps teams at work. A total of 763 migrant children (unduplicated count) received instruction. Another 18 high school students were a part of Secondary Credit Exchange programs. The extended day model enabled 158 adults to receive ESL classes in cooperation with two special projects "Projecto Educacional" and "La Escuelita."

Recreational programs are also facilitated through mini-corp teaching assistants. In fiscal 1983, 171 children participated in recreational and camping programs. Another 63 migrant children learned to swim in Red Cross Programs with Mini-Corp assistance.

Health Services. Federal law requires that the state education agency provide health, welfare, and other support services to eligible school-aged migrant children. In 1978-79 substantial changes were made in the plan for the delivery of those services in Washington. These revisions established the foundation for the new program service objectives related to health. Since that time child health care has remained an area of critical need. Health services to migrant children continued as a high priority in fiscal 1983.

An assessment of migrant health services showed that "health screenings" remained the primary contact with the migrant child. The evaluation showed this method lacked consistency across districts and that some health problems were overlooked in separate screenings. In a move to provide more extensive health services, two agencies were given special contracts to provide health services to migrant children. These are the Chelan-Douglas Health District coordinated through Educational Service District 171, and the Tidwell Foundation. A description of the services rendered under these projects is included here.

The Tidwell Foundation. Through a Migrant Education Program grant award, the Tidwell Foundation provides health services and physical examinations to migrant children. Through a cooperative effort Washington state school district personnel identify students, secure parental permission and complete preliminary screening activities. Tidwell Foundation personnel complete the physical exams, treat immediate problems and make referrals. The diagnoses are made on a uniform set of physical standards established by Dr. Robert Tidwell and other physicians under the general guidelines of the American Association of Pediatricians "Red Book."

The examinations have three elements: pre-examination, general physical and the medical examination. The pre-exam is conducted by the school nurse and includes screenings for vision, hearing, height-weight, immunizations, and personal and family data. The general exam, conducted by an RN or LPN includes blood pressure check, TB test, and laboratory tests. The final phase is a complete medical examination conducted by a physician.

In 1982-83, 5,041 students were screened. Just under 7,000 abnormalities were found and 2,072 referrals were made to medical specialists and dentists. Over 900 follow-up examinations were made by Tidwell Foundation or school staff and 417 prescriptions were written.

ESD 171 Health Project. The ESD 171 Health Project for migrant children served the Peshastin-Dryden, Entiat, Cashmere, Eastmont, Bridgeport, Palisades, Orondo, Chelan, Mason, and Wenatchee areas. Under a contract with the ESD the Chelan-Douglas Health Department staff hired seven nurses to provide health screenings, examinations, and services. Using a team approach, the nurses work with school personnel, parents and physicians to screen, treat problems, and make referrals. During the 1982-83 school year, health services were provided to 797 childen in the ESD 171 Co-op area. All of these children received vision, hearing and dental screenings plus health education. Almost all of these children (738) received tuberculosis testing. One hundred eight-five were immunized.

Five hundred seventy-eight students were given more extensive physical examinations which resulted in the diagnosis of medical problems for 108

students. Follow-up treatment also resulted for the 34 students in need of additional vision exams or glasses and the 53 students who needed additional hearing tests.

A key component in the ESD 171 Health Project is the home visit. Although time and funds limit the extent to which these visits can be made, they do provide the nurse with the opportunity to assess the home situation, communicate with the parents and make appropriate referrals. This communication effort also heightens parental awareness of the health needs of their children and the program inevitably benefits from this partnership.

The high percentage of children with health and medical problems points to an obvious need for health service for the migrant child. Through the efforts of the Tidwell Foundation and the ESD 171 Health Project, migrant children are receiving thorough screenings and referrals to treatment agencies and health care providers. The comprehensive health coverage helps migrant children become a part of the regular school population.

The Portable Assisted Study Sequence (PASS) Program. June, 1981, marked the initiation of the PASS program in Washington State. Modeled after the successful California program, the PASS program seeks to prevent migrant students from dropping out of high school. The program does this by preparing and distributing study sequences that qualify students for full or partial credits toward high school graduation.

The PASS program is coordinated and operated through the Prosser School District. Migrant high school students throughout the state are sent the

course packages from Prosser. Tutors and teachers at the local district monitor progress and assist with problems. Students must be enrolled in a local school district to be eligible for PASS correspondence courses.

Each portable course adapted for use with migrant students is divided into a number of discrete instructional units. If a student moves, he or she can take the portable learning package along to finish at another site. Continuous contact is maintained between the PASS coordinator and the local school contact. Transcripts listing completed course credits are transferred from the PASS office to the student's school.

In it's second year of operation, the PASS program has served 215 students, almost a 100 percent increase over the 111 served last year. One hundred eighty-nine were new enrollees and 26 were carryovers from 1981-82. Of the 76 PASS exclusive students, 28 (13%) were 9th graders, 62 (29%) were 10th graders, 77 (36%) were 11th grade students, and 48 (22%) were 12th grade students. Out of the total of 215 students, 25 percent were interstate migrants, 41 percent were intrastate migrants and 34 percent were settled out migrants. There has also been a continuing effort to improve course offerings. This year nine learning activity packets were revised and a Washington State History course was developed for the PASS program.

Washington's statewide migrant education projects continue to serve groups of students whose needs cannot be efficiently met by a single school district. The Mini-Corps, Tidwell Foundation, ESD 171 Health Cooeprative, and PASS program continue as examples of effective programs based on school district and project personnel cooperation.

Summary

The previous sections of this report describe the operation and service of the Washington State Program for Migrant Children's Education. The MEIRP component identified and completed 496 certificates of eligibility on students in nonproject areas and enrolled them on MSRTS. The MSRTS records showed that a total of 18,142 migrant children were eligible for program services. Fifty-seven school districts offered migrant education programs. Approximately 54 percent of all eligible children were actually served. In 1982 the Washington State program serviced more students than ever before. Currently the program serves almost 2 percent of the state's school population and is the fourth largest program in the nation.

During 1982-83, 8,182 migrant children received basic skills instruction. Over 5,400 children received reading, over 5,100 children received oral language development, and almost 3,000 received instruction in math. Language arts and readiness also were offered. Two hundred ninety full-time equivalent staff were employed to provide these services. Two contracted sources, the Tidwell Foundation and the ESD 171 Health Cooperative, provided health services to 797 students and 5,041 students respectively.

The Migrant Education Center continued to serve as a vital link in the distribution of services to migrant children. Recruitment, inservice, parent involvement, media and instructional services are some of the varied

functions that continued this year. The Migrant Education Center staff provided a full inservice schedule to meet the needs of school district personnel. The Migrant Education News continued to link services to clients through nine bilingual editions. As in the past, center staff provided a much needed link to social and health services through extensive referrals.

In addition to health services, two other statewide projects operated. The Mini-Corps provided combined educational benefits for the tutor and migrant child. The PASS program, a new credit accumulation program, served 215 students through the Prosser School District.

Requests for additional information on the program should be directed to:

Superintendent of Public Instruction
Migrant Education Program Office
Old Capitol Building, FG-11
Olympia, WA 98504

Service Model Descriptions

CLR — (In-Class Model, formerly CL-11). This model is exactly the same as the CL-11. Chapter 1 services are in addition to the student's participation during regular instruction in the area of remediation and are provided to Chapter 1 who work under the supervision of the regular classroom teacher. Services are provided in the regular classroom.

LPO — (Limited Pull Out Model, formerly PO 21, 22, 31, 42, 52, 61, 62). The student's Chapter 1 remedial service is in a location other than his/her regular classroom, and does not exceed 25 percent of the child's total instruction time with his/her regular classroom teacher computed on a per day, per month, or per year basis.

EPO — (Extended Pull Out Model). A model which requires the district to contribute either staff or money to the Chapter 1 project, if children are pulled out for more than 25 percent of their regular instructional time with a particular teacher computed on a per day, per month, or per year basis, to receive Chapter 1 services.

RPL — (Replacement Model, formerly CL-13). This model provides replacement of regular instructional services with a self-contained Chapter 1 program particularly designed to meet the participant's special educational needs. The district pays for the FTE staff which would be required to serve the participating children in absence of Chapter 1.

AOM — (Add On Model). This model provides Chapter 1 services during non-instructional time, i.e., weekends, before or after school, during vacations, etc. Neglected and/or delinquent home services provided on an after-school-hours-tutoring basis would fit this service model as would summer schools.

0007 — (Other Models, formery 0080). The 0007 model is reserved for programs which fit none of the described models.

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